

Lockport City School District  
ELA Grade 4  
Unit 2  
Aligned to the Common Core 2011-2012

**Unit 2 Title:**

**Rationale:** Students who are college and career ready develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

**Duration:** 10 weeks

**PHASE ONE: DESIRED RESULTS**

**GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:**

**\*Note:** highlighted standards are formally assessed within this unit.

**Reading for Information**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(RI.4.1)**

Determine the main idea of a text and explain how it is supported by key details; summarize the text **(RI.4.2)**

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **(RI.4.3)**

Determine the meaning of general academic and domain-specific words or phrases in the text relevant to a grade 4 topic or subject area. **(RI.4.4)**

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. **(RI.4.5)**

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs,

diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **(RI.4.7)**

Explain how an author uses reasons and evidence to support particular points in a text. **(RI.4.8)**

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **(RI.4.9)**

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(RI.4.10)**

### **Reading for Literature**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(RL.4.1)**

Determine the theme of a story, drama, or poem from details in the text; summarize the text. **(RL.4.2)**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **(RL.4.3)**

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*) **(RL.4.4)**

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **(RL.4.6)**

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. **(RL.4.7)**

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature

from different cultures. **(RL.4.9)**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(RL.4.10)**

### **Foundational Skills**

Know and apply grade-level phonics and word analysis skills in decoding words. **(RF.3a)**

- a. Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Read with sufficient accuracy and fluency to support comprehension. **(RF.4a,c)**

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **(W.4.2a-e)**

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **(W.4.3a-e)**

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words and phrases to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **(W.4.4)**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing **(W.4.5)**

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **(W.4.6)**

Conduct short research projects that build knowledge through investigation of different aspects of a topic. **(W.4.7)**

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide and list of sources. **(W.4.8)**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks,

**purposes, and audiences. (W.4.10)**

### **Speaking and Listening**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. **(SL.4.1a-e)**

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **(SL.4.2)**

**Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.4.4)**

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **(SL.4.5)**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. **(SL.4.6)**

## Language

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **(L.4.1f)**

- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **(L.4.2 a,c,d)**

- a. Use correct capitalization.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

Use knowledge of language and its conventions when writing, speaking, reading, or listening. **(L.4.3a-c)**

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. **(L.4.4a,c)**

- a. Use content (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **(L.4.5c)**

- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g.

*quizzed, whined, stammered,)* and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). **(L4.6)**

### ESSENTIAL QUESTIONS:

- As researchers, how do we find out which facts are most important?
- Which tools can connect us to those we might learn more from?
- Which tools can help us locate and organize our facts best?
- When does it make sense to revise our thinking and work?
- How/why can one event have many effects?
- What can explain animal behavior? (science)

### BY THE END OF THIS UNIT, STUDENTS WILL KNOW: (What do I need to teach?)

- **Strategies for determining the following when reading informational text:**  
Determine cause and effect, problem and solution, and sequence of events in informational texts.
- **From narrative text read:** draw inferences, determine theme, summarize text, how to interpret organization, plot, character, and genre
- **Strategies for writing informative/explanatory text:**  
*How to* create guided questions for research, how to use facts from varied sources, the research process, and revision to create an organized piece of writing, how to sequence events and make notes

### BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO: (What do I need to model, coach the development of, and ask students to perform/do?)

- **Interpret, from informational text read:**  
cause and effect, problem and solution, sequencing.
- **Interpret, from narrative text read:**  
Organization as a Trait of Writing, Plot, Character, Genre, events in a story, and theme
- **Create, as writers of informative/explanatory text:**  
Guided Question for Research, Main Idea, Supporting Details,  
**Use, as writers of informative/explanatory text:**  
Facts from Varied Sources, Research Process, Revision, Texts and Illustrations, Organization as a Trait of Writing, Sequence of Events, Note-making

<ul style="list-style-type: none"> <li>• <b>Strategies for selecting appropriate research tools online.</b> How to evaluate the authenticity of a source, and how to ensure a source meets the needs of the researcher.</li> <li>• <b>Strategies for applying and improving use of conventions:</b> <i>How to</i> Use proper English grammar conventions when writing and speaking, Use knowledge of language and its conventions when reading, writing, listening and speaking, Use proper English grammar conventions when writing and speaking</li> <li>• <b>Strategies for demonstrating speaking, listening, and collaborative learning skills:</b> How to practice: Active listening, Taking turns while others speak, Speaking clearly, Sharing facts found, Asking questions for clarification, Using visuals to share details</li> <li>• <b>Strategies for Applying Foundational Reading Skills:</b> <i>How to</i> read unfamiliar multisyllabic words accurately. Strategies for reading grade level appropriate text, trade books, and article, including online sources, with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary</li> <li>• <b>Language Skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use trade books and internet to research.</b> Evaluate sources for authenticity and appropriateness to topic, summarize multiple sources on a topic</li> <li>• <b>Apply conventions:</b> Use proper English grammar conventions when writing and speaking, Use knowledge of language and its conventions when reading, writing, listening and speaking, Use proper English grammar conventions when writing and speaking</li> <li>• <b>Demonstrate speaking, listening, and collaborative learning skills:</b> Active listening, Taking turns while others speak, Speaking clearly, Sharing facts found, Asking questions for clarification, Using visuals to share details</li> <li>• <b>Foundational Reading Skills:</b> Read accurately unfamiliar multisyllabic words, Read grade level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary</li> <li>• <b>Language Skills:</b> Use knowledge of language and its conventions when reading, writing, listening and speaking, choose words and phrases to convey precise ideas, choose punctuation for</li> </ul>
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<p><i>How to</i> make use of the knowledge of language and its conventions when reading, writing, listening and speaking. How to choose words and phrases to convey precise ideas, choose punctuation for effect. How to utilize formal and informal language when appropriate. How to use context clues, consult reference materials (both print and digital) to find the pronunciation and definition. How to use content specific vocabulary</p>	<p>effect, Utilize formal and informal language when appropriate. Use context clues, Consult reference materials (both print and digital) to find the pronunciation and definition. Use content specific vocabulary.</p>
<p><b>PHASE TWO: ASSESSMENT EVIDENCE</b></p>	
<p><b>Which Common Core Standard(s) for Literacy are formally assessed within this unit?</b>  RI4.3, RI4.5, RI4.9, W.4.2b,d, W.4.3a-e, W.4.4, W.4.5, W.4.7, W.4.8, W.4.10, SL4.4</p>	
<p><b>Unit 2 Culminating Task</b></p>	
<p><b>What will the student do or produce to demonstrate their understanding and abilities?</b></p>	<ul style="list-style-type: none"> <li>• <b>How will the teacher support performance on this task?</b></li> <li>• <b>How will the teacher formatively assess student work and provide feedback?</b></li> </ul>
<p><b>Students will.....</b></p> <ul style="list-style-type: none"> <li>• Research a weather event, a natural disaster, or an environmental cause. Determine the cause and effect(s) of each event or disaster. Use <u>note sheets</u></li> </ul>	<p><b>Teacher will.....</b></p> <ul style="list-style-type: none"> <li>• Provide access to nonfiction texts on chosen topics in print and digital form. Support students in locating them.</li> </ul>

<p>to record causes and effects. <b>(RI.4.3) (RI.4.5) (W.4.2b,d) (W.4.7) (W.4.8)</b></p> <ul style="list-style-type: none"> <li>• <b>Writing Task: Use what was learned from research to integrate information from at least two sources into one summary. Submit to the teacher. (RI.4.9) (W.4.5)</b></li> <li>• Revise draft in response to feedback from teacher. <b>(W.4.4) (W.4.5)</b></li> <li>• After viewing model newscasts, plan to compose an oral news report wherein a reporter shares what he/she has learned about their news event, weather event, or natural disaster, and its causes and effects. Capture rough draft on guided <u>note-sheet</u>. Within the news report, the student must include:             <ul style="list-style-type: none"> <li>•An introduction which summarizes who they are, from where they are reporting, and on what event</li> <li>•Transitional words and phrases that support a sequence of events which unfolds naturally (focus on cause and effect)</li> <li>•Description of the event, and sensory details to bring the event to life</li> <li>•A conclusion that summarizes what they have learned</li> </ul> <b>(W.4.3a-e)(W.4.5)(W.4.10)</b> </li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to determine causes and effects from text. Provide background knowledge, models, and examples.</li> <li>• Model strategies for integrating information from at least two different texts in order to write knowledgeably about them, prior to asking students to complete the writing task.</li> <li>• Assign writing task.</li> <li>• Collect summaries. Use a standards-based rubric to assess quality and provide criterion-specific feedback to students.</li> <li>• Prepare newscasts for viewing. Lead students in discussion of features of a newscast. Model completion of guided <u>note-sheet</u> with a sample newscast.</li> <li>• Guide writers through the process of developing the written newscast.</li> <li>• Support writers as they use a rubric to self-assess their newscast.</li> <li>• Provide writers criterion-specific feedback on their newscasts.</li> <li>• After presentation of newscasts, teacher will provide written feedback using the <u>criterion-specific rubrics</u> on written and spoken pieces of the newscast.</li> </ul>
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<ul style="list-style-type: none"><li>• Use a <u>criterion-specific rubric</u> to self-assess. <b>(W.4.4) (W.4.5) (W.4.10)</b></li><li>• Submit for teacher review and feedback. <b>(W.4.4) (W.4.5)</b></li><li>• Student will make final revisions to news report in preparation for presentation. <b>(W.4.5)</b></li><li>• Students will present their oral news reports to peers and teacher. Students will be assessed using a criterion-specific rubric in regards to speaking standards. <b>(SL.4.4)</b></li></ul>	
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<b>PHASE THREE: WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE LITERACY BLOCK</b>		
<b>MOMENT:</b>	<b>PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:</b>	<b>USING THESE RESOURCES:</b>
<b>Literature Circles</b>	Targeted comprehension, fluency, listening and speaking and /or language skills	Book 3, Selections 1 & 3- <u>The Stranger</u> , and <u>How Night Came from the Sea</u> Literature circle role sheets and self-assessment

<b>SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXT</b>	<ul style="list-style-type: none"> <li>•Cause and Effect</li> <li>•Fact and Opinion</li> <li>•Generalizing</li> <li>•Use of graphic sources to support text</li> <li>•Active Listening</li> <li>•Speaking Clearly</li> <li>•Sharing Facts Found</li> <li>•Research Process</li> <li>•Revision</li> <li>•Organization as a Trait of Writing</li> </ul>	<p>Individual or small group-selected text relevant to weather events, natural disasters, and/or news events</p> <p>Leveled Readers from Book 3: Gray Whales, Marvelous Migration, Birds of Flight, Stormy Weather, Wild Weather, Tropical Rain Forest and You, Our Disappearing Rainforest, Price of a Pipeline</p> <p>Rubrics Checklists</p> <p>Book 3 Reading Selections: <u>Eye of the Storm</u>, <u>Adelina's Whales</u>, <u>The Great Kapok Tree</u></p> <p><b>Use various websites, articles, etc. and help of library media specialist to gather required resources for research.</b></p>
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